



May 2011

TO: Montana Board of Public Education
FROM: Judy Snow, State Assessment Director
RE: Information on Proposed Adoption of Montana English Language Proficiency (ELP) Standards

Timeline

May BPE meeting (12-13)	Current information and notice of an action item in July for proposed rule change and public hearing
July BPE meeting (13-15):	Action item; Notice of proposed rule change and vote on proceeding.
September BPE (8-9)	Action item: Vote on adopting

The Montana English Language Proficiency Standards are currently connected to the Montana Communication Arts Standards. The English Language Proficiency Standard that are being recommended for adoption are specific to English Language Proficiency with links to academic content standards and address the need for students to become fully proficient in both social and academic English. They meet the federal requirement under Title III section 3113(b)(2) for specific English Language Proficiency Standards. In addition, their links to academic language have been aligned to the Common Core State Standards.

- The standards are aligned to the English Language Proficiency assessment which Montana plans to administer statewide in 2011-12.
- The standards and assessment were developed by a twenty plus state consortium, World-Class Instruction Design and Assessment (WIDA).
- The standards were presented to Montana educators and discussed at the Title III and Title I conferences earlier this year.
- The standards were adopted as a national model for ELP standards in 2006 by teachers of students with limited English proficiency.

The English Language Proficiency Standards for PreKindergarten through Grade 12 encompass:

- Social and Instructional language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

The five ELP Standards are organized into:

- Two frameworks: summative and formative;
- Four language domains: Listening, Speaking, Reading, Writing;
- Six language proficiency levels: 1-Entering, 2-Emerging 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching;
- Five grade-level clusters: PreK–K, 1–2, 3–5, 6–8, and 9–12.

Proposed Montana English Language Proficiency Standards and Abbreviations

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Proposed Montana English Language Proficiency Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Emerging	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support